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CHAPTER III

METHOD OF RESEARCH

A. Research Design

The design used in this research was a correlational research. It is explanatory design. Hornby (2000, p. 15) said that correlation is connection between two things in which one thing changes as the other does. And Richard (1992, p. 89) mentioned that correlation is a tool for measure a strength of the relationship between two sets of data. According to Creswell (2012, p. 340), an explanatory research design is correlational design which the researcher is interested in the extent to which two variables co-vary, that is where changes in one variable are reflected changes in the other.

Furthermore, James Dean Brown (1988, p. 126) said that correlational research is designed to investigate the nature and strength of functional relationships among the variables of interest to the researcher.

B. Time and Location of the Research

The location of this research is at the MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau. This research was conducted from February to April 2017.

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C. Subject and Object of the Research

The subject of this research was the eighth grade students of the MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau registered in 2016/2017 academic year. The subject consisted of three classes (58) students, who were at the eighth grade 2016/2017 academic year. The object of this research was the relationship between students' learning style and listening comprehension in recount story.

D. Population and Sample

The population of this research was the eighth grade students of MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau. They were 58 students. They consisted of 3 classes. Suharsimi Arikunto (2006, p. 134) said that if the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take 10-15% and 20-25% of the population. Because the population of the sample was less than 100, so the researcher took all of the population to be the sample. There were three classes consisting of 58 students as the total of population. It can be seen in the following table:

Table III. 1
Population

No	Classes	Population
1	VIII Pa 1	22
2	VIII Pa 2	14
3	VIII Pi	22
Total		58

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E. Technique of Data Collection

The technique that the researcher used is questionnaires. In order to collect some data in this research, the researcher used the techniques as follows:

1. Questionnaires

Questionnaires are the statement or question used to get the particular information of the respondent. It is supported by Learning Style Survey (Andrew D. Cohen, et al. 2009, p. 3). According to Hartono (2010, p. 74) the questionnaire contains some information that is used to get the information about the aspects or the characteristic of the respondent.

These questionnaires contain a number of the questions for the respondent dealing with the students learning style in learning. The researcher made 30 questions based on the indicators of the students' learning style discussed in operational concept.

And it was indicated by using the scale transformation of the sample rating schedule items namely; never, rarely, sometimes, often, and always. Respondents should be asked to indicate how well each statement is applied by them using five-point scale. The scales included the levels below (Andrew D. Cohen, 2009, p. 3):

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Table III.2
Analysis Criteria of Learning Style

Score	Categories
0	Never
1	Rarely
2	Sometimes
3	Often
4	Always

Tabel III.3
The blue print of questionnaire

Variable	Dimension	Number of Item
Learning style	Visual Learners	1 – 10
	Auditory Learners	11 – 20
	Kinesthetic Learners	21 – 30

2. Test

The researcher collected the data by using a test to obtain the students' score in listening. It was a multiple choice which consisted of 24 items. The students were asked to choose one correct answer. Then, the students' test score could be categorized into five levels below:

Table III.4
The Indicators of Listening Score

Score	Categories
86-100	Very Good / A
71- 85	Good / B
56-70	Fair / C
41-55	Poor / D
≤ 40	Fail / E

Source: Sriwijaya University Guidebook (2005)

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Tabel III.5
The blue print of listening test

Variable	Dimension	Number of Item
Listening Comprehension	Find the mind point	1, 7, 19.
	Predict meaning	2, 6, 12, 13, 14, 17, 18, 23.
	Identify the drawing inference	4, 8, 22, 24.
	Get summarizing	3, 5, 9, 10, 15, 16, 20, 21.

F. Validity and Reliability of Instrument

1. Validity of questionnaire

We distribute questionnaire for a purpose to be achieved. To gain our purpose, we should ensure that our measurement tools can measure what they are supposed to measure. In accordance with the statement above, Gay et al. (2011) stated that validity refers to the degree in which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently.

To know whether the data are valid, the writer used construct validity and the data obtained were calculated by SPSS 20.0 windows program. The writer examined and noted the differences between r_{observed} and r_{table} . Siregar (2013) stated that the item of questionnaire is valid if the value of r_{observed} is higher than r_{table} at significance level of 5%.

The result of questionnaire (try out) acquired from 30 items with 5 alternatives answers indicated that 25 items were valid. It can be seen as follows:

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Based on the result of questionnaire (try out) acquired from 30 items, there were 25 items which were valid. The numbers of invalid items are: 1, 2, 11, 29 and 30. It can be seen as follows:

Tabel III.6
The analysis of students learning style questionnaire validity

Item	r_{observed}	r_{table}	Status	Information
1	.071	0.361	Invalid	Not used
2	.264	0.361	Invalid	Not used
3	.606	0.361	Valid	Used
4	.637	0.361	Valid	Used
5	.604	0.361	Valid	Used
6	.371	0.361	Valid	Used
7	.558	0.361	Valid	Used
8	.601	0.361	Valid	Used
9	.676	0.361	Valid	Used
10	.427	0.361	Valid	Used
11	.204	0.361	Invalid	Not used
12	.573	0.361	Valid	Used
13	.573	0.361	Valid	Used
14	.412	0.361	Valid	Used
15	.395	0.361	Valid	Used
16	.433	0.361	Valid	Used
17	.372	0.361	Valid	Used
18	.451	0.361	Valid	Used
19	.723	0.361	Valid	Used
20	.352	0.361	Valid	Used
21	.601	0.361	Valid	Used
22	.476	0.361	Valid	Used
23	.414	0.361	Valid	Used
24	.368	0.361	Valid	Used
25	.573	0.361	Valid	Used
26	.620	0.361	Valid	Used
27	.656	0.361	Valid	Used
28	.417	0.361	Valid	Used
29	-.188	0.361	Invalid	Not used
30	-.200	0.361	Invalid	Not used

The validity calculation uses Corrected Item-Total Correlation on SPSS. 20 for windows. Corrected Item-Total Correlation measures the correlation between the item and the total items. Generally, the question is valid if the value of Corrected Item-Total Correlation is bigger than 0,2 (Lumpoyadi & Hamdani, 2006).

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The data above were consulted with r_{table} at significant level of 5% ($\alpha = \text{alpha} = 0.05$). There were 30 students; meaning that $N=30$ with $df = N - 2 = 30 - 2 = 28$. The researcher took df 28, so r_{table} acquired was 0.361. It could be concluded that 25 items with lower r_{table} were chosen and 5 items with higher r_{table} were not used. It means 25 items of learning style questionnaire were utilized in this research.

2. Reliability of questionnaire

According to Azwar (2005, p.83) Reliability is defined whether an instrument can measure something to be measured constantly from time to time. Thus, the key words for qualifying requirements are consistency or unchanged.

Siregar (2013) stated that reliability test can be done by having external and internal ways. In this research, the writer used internal consistency in which the writer tried out the questionnaire once and analyzed each item by using Cronbach's alpha technique.

To measure reliability in this research, it needs a measuring tool, and measuring tool which is used technique of Alpha Cronbach. To measure, the researcher used SPSS (Statistical Product for Service) 20.0 program.

The categories below are the level of internal consistency Cronbach's Alpha (Riadi, 2016, p.239):\

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Table III.7
A Commonly Accepted Rule of Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80–0.90	Highly reliable
0.70–0.79	Reliable
0.60–0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

The reliability of the questionnaire was processed by SPSS 16.0 program. It can be seen as follows:

Table III.8
Cronbach Alpha Table Reliability Statistics of Students' Learning Style Questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.893	30

Based on the analysis above, the value of Cronbach's Alpha is 0.861. It could be said that the questionnaire is reliable. Due to 0.861-0.90, the level of the reliability was highly reliable.

3. Validity of test

According to Arthur Hughes (2003, pp. 26-32) said that there are four kinds of test validity: content validity, criterion-related validity, construct validity. In this research, the writer used content validity. According to Brown (2003), if all test items cover all of learning objectives (indicators) the test is content valid.

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Content validity was used because the test given was based on materials that the students learned.

The validity of the test is determined by finding the difficulty level of each item. According to Heaton (1998, p. 178), the index of difficulty is generally expressed as the percentage of the students who answer the question correctly.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where:

- FV = Facility Value (Difficulty Level)
 R = The Number of Correct Answer
 N = The Number of the Students

The formula above is used to find out whether each item of the test is easy. The items that do not reach the standard level of difficulty are revised and they are edited or changed with the new items that are appropriate. The accepted items are the ones which has facility values between 0.30 and 0.70. The index difficulty level of instruments is represented in the following table:

Table III.9
Index Difficulty Level of Instruments

Proportion Correct (p)	Items Category
0.00 – 0.30	Difficult
0.30-0.70	Average
0.70-1.00	Easy

The standard level of difficulty used is >0.30 and <0.70. It means that an item is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is less than 0.30 (the item is too difficult), thus, if it is over than 0.70 (the item is too

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easy). On the other hand, the proposition of correct is represented by “p”, whereas the proposition of incorrect is represented by “q”. Thus, the calculation of item difficulty in this research can be seen as follows:

The analysis of test validity can be seen in the following tables:

Table III.10
The students are able to find main point from speaker

Variable	Find main point from speaker			N
Item	1	7	19	30
Correct answer	21	18	20	
P	0.7	0.6	0.66	
Q	0.29	0.39	0.33	

As mentioned before, if the index of difficulty between 0.30 and 0.70, the test items would be accepted. For identifying the topic of recount text, there were 3 items (1, 7 and 19). Item 1 gained 21 correct answers and the proportion of correct 0.7, item 7 gained 18 correct answers and the proportion of correct 0.6, item 19 gained 20 correct answers and the proportion of correct 0.66. The descriptions show that there was no item having index of difficulty which was lower than 0.3 and higher than 0.7. It could be said that the items of the students’ are able to find the main point from speaker were accepted.

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Table III.11
The students are able to predict meaning of the speaker

Variable	Predict meaning of the speaker								N
Item	2	6	12	13	14	17	18	23	30
Correct answer	20	17	19	20	17	21	21	21	
P	0.66	0.56	0.63	0.66	0.56	0.7	0.7	0.7	
Q	0.33	0.43	0.36	0.33	0.43	0.29	0.29	0.29	

By analyzing table III.11, there were 8 items (2, 6, 12, 13, 14, 17, 18 and 23). Item 2 gained 20 correct answers and the proportion of correct 0.66, item 6 gained 17 correct answers and the proportion of correct 0.56, item 12 gained 19 correct answers and the proportion of correct 0.63, item 13 gained 20 correct answers and the proportion of correct 0.66, item 14 gained 17 correct answers and the proportion of correct 0.56, item 17 gained 21 correct answers and the proportion of correct 0.7, item 18 gained 21 correct answers and the proportion of correct 0.7, and item 23 gained 21 correct answers and the proportion of correct 0.7. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7, it means that the items of the students are able to predict meaning of the speaker were valid to be used.

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Table III.12
The students are able to identify the drawing inference

Variable	Identify the drawing inference				N
Item	4	8	22	24	30
Correct answer	17	20	18	21	
P	0.56	0.66	0.6	0.7	
Q	0.43	0.33	0.39	0.29	

By analyzing table III.12, there were 4 items (4, 8, 22 and 24). Item 4 gained 17 correct answers and the proportion of correct 0.56, item 8 gained 20 correct answers and the proportion of correct 0.66, item 22 gained 19 correct answers and the proportion of correct 0.6, and item 24 gained 21 correct answers and the proportion of correct 0.7. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7. It could be concluded that the items were accepted to be used.

Table III.13
The students are able to get the summarizing of the speaker

Variable	Get the summarizing of the speaker								N
Item	3	5	9	10	15	16	20	21	30
Correct answer	19	20	21	16	16	20	21	21	
P	0.63	0.66	0.7	0.53	0.53	0.66	0.7	0.7	
Q	0.36	0.33	0.29	0.46	0.46	0.36	0.29	0.29	

For the last indicator which is about the students are able to get the summarizing of the speaker, there were also 8 items. Item 3 gained 19 correct answers and the proportion of correct 0.63, item 5 gained 20 correct answers and the proportion of correct 0.66, item 9 gained 21 correct answers and the proportion of correct 0.7, item 10 gained 16 correct answers and the proportion of correct

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0.53, item 15 gained 16 correct answers and the proportion of correct 0.53, item 16 gained 20 correct answers and the proportion of correct 0.66, item 20 gained 21 correct answers and the proportion of correct 0.7, and at last, item 21 gained 21 correct answers and the proportion of correct 0.7. It could be said that the items of the students are able to get summarazing of the speaker were acceptable.

4. Reliability of test

According to Gay et al. (2011), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of the test score.

In line with Cohen (2007, p.506) says the classification of reliability test was considered as follows:

Table III.14
Table of Croncbach Alpha

Croncbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

To know whether the test is reliable or not, the writer calculated the data obtained by using Statistical Product and Service

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Solution 20.0 windows program. The test reliability can be analyzed below:

Table III.15 Reliability Statistics of Students' Listening comprehension in recount story		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.886	.885	24

The Cronbach's Alpha value was 0.886 which meant that test reliability level was defined as highly reliable.

G. The technique of data analysis

In analyzing the students' learning style and listening comprehension in recount story of the eighth grade students at MTs. Ummatan Wasathan Islamic Boarding School of Technology Riau, Pekanbaru, the researcher analyzed the data by using the statistical analysis. In this research, the researcher used chi-square in SPSS 20.0 Versions. A chi-square can be used to compare one frequency distribution with another distribution (Reaves, 1992 in Zainal, 2011, p. 6).

Meanwhile, a frequency distribution is a description of a variable measured on a nominal level, which lists the number of observation that falls into each of the possible categories. Mueller 1992 in Abidin (2011, p. 6) said that chi-square is related to categorical variables. This analysis was used to find out whether independent variable (learning style) is related to dependent variable (listening comprehension).

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There are number of effect size statitics available in the Crosstabs procedure. For 2 by tables the most commonly used one is the phi coefficient, which is a correlation and can range from 0 to 1, with higher values indicating a stronger association between the two variables. In this research, the table is larger than 2 by 2. It means that the values report is the Cramer's V, which takes into account the degree of freedom. Slightly different criteria are recommended for judging the size of the effect for larger tables. The following is the criteria:

Table III.16
Effect Sizes for Cramer's V

Df*	Small	Medium	Large
1	.01	.30	.50
2	.07	.21	.35
3	.06	.17	.29

(Julie Pallant, 2010)

1. If R-1 or C-1 equal to 1 (two categories)
2. If R-1 or C-1 equal to 2 (three categories)
3. If R-1 or C-1 equal to 3 (four categories)

According to Sudjiono (2010, p.43), the formula to analyze the percentage of students' learning style is as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of Sample

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Riduwan (2010) indicated the scale to classify the gained percentage of questionnaire as follows:

Table III.17
Classifying score of learning style

No	Scores	Categories
1	81% - 100%	very high level
2	61% - 80%	high level
3	41% - 60%	high enough level
4	21% - 40%	low level
5	0% - 20%	very low level

To know if there is a correlation between students' learning style and listening comprehension in recount story, the researcher used Chi-square on SPSS 20.0 windows program, statistically, the hypotheses are (Siregar, 2013, p.350):

H_o is accepted if $\text{sig} \geq \alpha$: there is no significant correlation between students' learning style and listening comprehension in recount story.

H_a is accepted if $\text{sig} < \alpha$: there is a significant correlation between students' learning style and listening comprehension in recount story.

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